

Equality and Inequality

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Curricular Content

Grade One

- equality as a balance and inequality as an imbalance

Grade Two

- change in quantity, using pictorial and symbolic representation (i.e. $n+6=10$)
- symbolic representation of equality and inequality

Grade Three

- one-step addition and subtraction equations with an unknown number

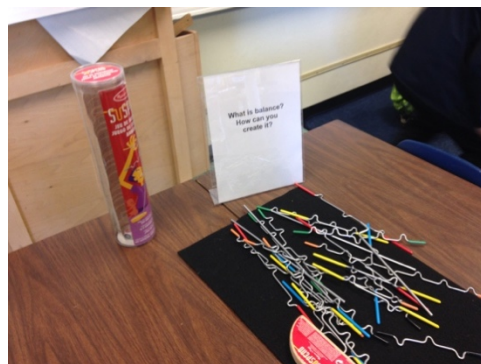
Elaboration Start unknown ($n+15=20$)
 Change unknown ($12+n=20$)
 Result unknown ($6+13=n$)

Curricular Competencies:

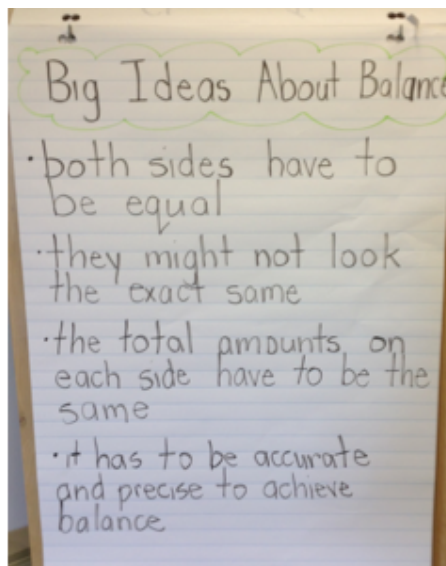
- Use reasoning and logic to explore and make connections
- Develop, construct, and apply mathematical understanding through role-play, inquiry, and problem solving
- Describe, create, and interpret relationships through concrete, pictorial, and symbolic representations
- Share and reflect upon mathematical thinking

Questions/ Provocations

What is balance? How can we create balance?



After exploring balance for a few days, we then brainstormed what we learned about balance and created an anchor chart.



The next day we discussed how mathematicians create balance.

We explored the following questions for a few days:

What balanced equations live in these materials?

How do these mathematical tools help us think about balance and numbers?



After a few days, we talked about the different kinds of equations and then I added these cards to the same provocations.

